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# **Leading Effective Teams**

## **Personnel Cabinet Leadership Institute**

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## Work Group versus Team

### Comparisons

Ineffective groups and effective teams are different in many aspects.

Criteria	Ineffective Group	Effective Team
<i>Climate</i>		
<i>Participation</i>		
<i>Goals</i>		
<i>Decisions &amp; Decision Making</i>		
<i>Conflict Management</i>		
<i>Meetings</i>		
<i>Measures of Effectiveness</i>		
<i>Leadership</i>		

**So, are you leading an Ineffective Work Group or an Effective Team?**



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## Assessing Team's Performance

### Team Strengths

What are the strengths of your team?

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### Team Limitation

What is one limitation of your team that you can overcome?

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### Team Opportunities

What are some opportunities for increasing your team's performance?

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### My Contributions to Team Performance

What can you do, as the team's leader, to help them improve their performance?

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### Characteristics of Successful Teams

Characteristics	Definition	Description	Indicators
Shared and meaningful purpose	The team's task or reason for existing, which is shared by all team members and, in some way, motivates and inspires each.	Effective teams develop direction, momentum, and commitment by having a shared purpose that is meaningful to each of its members. Most teams are either given a purpose or shape one in response to a challenge given to them by management. Through an honest discussion of what the team is called to do and why, team members align their needs and expectations with those of the organization, as well as with each other.	<ul style="list-style-type: none"><li>• All team members have the same understanding of why the team exists.</li><li>• The team's purpose is aligned with the strategic objectives of the organization.</li><li>• Team member behaviors reflect a strong commitment to team purpose.</li></ul>
Specific Performance Goals	The desired results that the team agrees to produce, which can be used to measure the team's performance.	Performance goals define success from the point of view of the customer. Without clear measures of success, team efforts remain unfocused and unstable. Goals generate a sense of urgency and lay the foundation for team communication and commitment. They enable the team to recognize and celebrate milestones along the way to success, and make appropriate interventions when progress is delayed.	<ul style="list-style-type: none"><li>• All members buy in to the collective goal of the team.</li><li>• The team's collective performance goals are specific to measure results.</li><li>• The team's goals reflect the needs/expectations of the customers and key stakeholders.</li></ul>
Clear Roles	The distribution of responsibilities for specific team functions and tasks.	Clear role agreements define who is responsible for what team functions and tasks. Team members often share responsibility for key management functions – e.g. planning, coordinating, and communication – in order to forward the progress of the team. With regular review of role definition and agreements, teams increase mutual accountability and reduce the likelihood of conflict and breakdowns.	<ul style="list-style-type: none"><li>• Team members understand what tasks have to be done and who are going to do them.</li><li>• Team members know how and by whom decisions will be made.</li><li>• Team members support each other in completing their respective tasks.</li><li>• The team effectively resolves confusion or conflict over roles and responsibilities.</li></ul>
Common Approach	A coordinated plan for reaching the goal and sharing methods for performing team tasks.	Teamwork is made up of a variety of team tasks, e.g. planning, problem-solving, and decision-making. Effective teams use commonly understood and agreed-upon methods for performing these tasks so that team members can leverage their diverse skills while acting in tandem. Underlying this discipline is a shared commitment to make conscious and explicit decisions about how the team operates.	<ul style="list-style-type: none"><li>• Team members understand and buy in to work plan.</li><li>• Team members use common processes and tools when working together.</li><li>• When working apart from each other, team members coordinate their activities.</li><li>• Key stakeholders are appropriately involved through implementation.</li></ul>
Complementary Skills	The combination of knowledge, ability, and experience required to perform effectively.	Effective teams have the right combination of skills to be successful. They have a combination of functional competence, the ability to solve problems, and effectively communicate with others. Team members bring out the best in each other and bring in other outside experts as needed to support the team's efforts.	<ul style="list-style-type: none"><li>• The experience and skill needed to do the job exist on the team.</li><li>• The team employs a variety of skills and perspectives of all team members.</li><li>• The team draws on outside resources when its own capabilities are insufficient.</li></ul>
Mutual Accountability	The promise team members make to themselves and the team to hold themselves accountable to the team's goals.	No team is successful without mutual accountability. This is a result of two critical aspects of teams: commitment and trust.	<ul style="list-style-type: none"><li>• Team members hold themselves mutually accountable</li><li>• Team members hold themselves accountable to the goals of the team.</li><li>• Team members find success &amp; failure together.</li></ul>

## Leading Effective Teams

### Stages of Team Development

Stage	Reason	Purpose	Issues	Group Behavior	Facilitative Behavior
<b>Forming</b>	To create a sense of belonging	To get started and feeling out the team	<ul style="list-style-type: none"> <li>Getting to know and accept each other</li> <li>Building a climate</li> <li>Identifying resources</li> <li>Assigning roles</li> <li>Developing norms</li> <li>Having high expectations</li> </ul>	<ul style="list-style-type: none"> <li>Being polite</li> <li>Laying back and quiet</li> <li>Reaching out (tentatively)</li> <li>Testing for power and influence</li> <li>Disclosing information about self</li> </ul>	<ul style="list-style-type: none"> <li>Allowing members to get to know each other</li> <li>Affirming the ability of each member</li> <li>Clarifying roles and expectations</li> <li>Agreeing on purpose and goals</li> </ul>
<b>Storming</b>	To create a sense of influence; this is the first sense of reality.	To get things planned and underway	<ul style="list-style-type: none"> <li>Leadership</li> <li>Control</li> <li>Organization</li> <li>Clarity on goals, roles, procedures, and relationships</li> <li>Tasks seem more difficult than originally thought</li> </ul>	<ul style="list-style-type: none"> <li>Confronting</li> <li>Giving feedback</li> <li>Beginning task</li> <li>Challenging leadership</li> <li>Resisting tasks and new approaches</li> <li>Sometimes fall into sub-groups</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging the leader to listen and respond fairly and calmly to challenge</li> <li>Re-negotiating expectations</li> <li>Mediating and dividing work between people based on preferences and skills</li> </ul>
<b>Norming</b>	To create a sense of accomplishment	To work together to get things done; gain trust and commitment	<ul style="list-style-type: none"> <li>Identifying and prioritizing problems</li> <li>Making decisions</li> <li>Solving problems</li> <li>Meeting effectively</li> <li>Setting ground rules</li> </ul>	<ul style="list-style-type: none"> <li>Using interactive behavior skills</li> <li>Running crisp, productive meetings</li> <li>Managing conflict</li> <li>Developing a process orientation</li> <li>Creates guidelines for interactions</li> <li>Enjoys each other</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to monitor and support team expectations and standards</li> <li>Exploring new ways to support individual performance</li> <li>Facilitating resolution of problems and finding new ways to inject fun and variety into work</li> </ul>
<b>Performing</b>	To create a sense of unconditional trust	Integration	<ul style="list-style-type: none"> <li>Empowerment</li> <li>Integrating individual and team goals</li> <li>Reward team versus individual</li> <li>Action planning/follow-up</li> <li>Continuing relationships</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitoring</li> <li>Collaborating</li> <li>Rewarding and recognizing</li> <li>Work getting acceptance</li> <li>Satisfaction with group's progress</li> <li>Ongoing improvement</li> </ul>	<ul style="list-style-type: none"> <li>Establishing self-monitoring system</li> <li>Collaborating</li> <li>Integrating quality tools into day-to-day business activities.</li> </ul>

What stage is your team in?: \_\_\_\_Forming \_\_\_\_Storming \_\_\_\_Norming \_\_\_\_Performing



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## What I Bring to the Team as a Leader

### Personal Team Leader Strengths

My main strengths as a team leader are:

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### My Effective Team Leader Characteristics

My strengths show up in the leadership role in the following ways or situations:

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### My Unused Abilities

I have the following unused abilities that I can bring to my job:

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### Becoming More Effective

Ways I can become a more effective team leader include:

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# Learning from “Good to Great”

## Overview

Jim Collins, led a research team to look specifically at what makes an organization good vs. what makes an organization great. The result was his book, ***Good To Great***. His view is that there are many good organizations --just a few are great.

He found that good organizations are those that become complacent and satisfied with their performance. For these organizations, *good* is good enough. The best organizations, however, are not satisfied with being merely *good*; they aspire to become *great* organizations.

Collins also found that that “good” organizations typically perform at the “industry average” year after year. They are good, solid organizations that grow at a respectable yearly rate.

“Great” organizations, on the other hand, are those that broke away from the pack and performed well above the industry average for an extended period of time. According to Collins’ research, few public companies and organizations can actually make the transition from being good to being great.

## “Great” Characteristics

Collins identified six characteristics of “great” organizations. These are:

- Level 5 Leadership
- First who . . . then what
- Confronted the brutal facts
- The Hedgehog concept
- A culture of discipline
- Technology accelerator

Each of these characteristics was integral in the development and practice of the organization’s philosophy and/or procedures.





### Level 5 Leader

#### Introduction

Level 5 leaders combine personal humility with a professional will to achieve the organization's mission. Their ambition is for the organization rather than for their own ego gratification. They are modest, self-effacing, and under-stated. At the same time, they drive to produce sustained results. They do whatever it takes, in both large and small jobs, to make the organization great. They attribute success to others and take responsibility for failure.

Level 5 leader is the highest level in a hierarchy of executive capabilities. These Level 5 leaders have the following characteristics.

- Modesty
- Willful
- Humble
- Fearless

While Level 5 leaders are important during most times of a organization's life, they are especially important during any major transactional time frame.

#### Key Points

Level 5 leaders have the following characteristics:

- They are fanatically driven. They are infected with the need to produce results. They will fire family members if that is what it takes to make the organization great.
- They look in the mirror when they look for people who are responsible for the success or failure of a organization, rather than looking "outside the window."
- They are the work horses, rather than the show horses.
- They attribute much of their success to luck rather than personal greatness.
- They set up their successors for even greater success.
- They typically come from within the organization
- They attribute much of their success to good luck and hard work, rather than "personal greatness."



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## Leadership, Continued

### Discussion Questions

Consider the following questions:

- Many people have the potential to develop into a Level 5 leader. Consider leaders that you have worked with. Can you identify one or two that might be a Level 5?
- Do you believe that your department has Level 5 leaders? Using the pyramid graphic in the book summary reading materials, discuss what distinguishes them from Level 4 leaders?
- Do you believe that you are a Level 5 leader?
- What gets in the way of us being Level 5 managers?



# First Who . . . Then What

## Introduction

Jim Collins' research shows that great organizations typically conducted their business differently than those that were only good. One of the important differences was the way it approached the continuing development of the business. Great organizations were most concerned with “who” rather than “what.”

Collins found that before great organizations decide what to do and where to drive, they make sure they have the right people “on the bus” and act promptly to get the wrong people off the bus. Rather than relying on one “genius” leader to set the vision and recruit followers to implement it, great organizations get the right people together first. Then those people work as a team to figure out where to go and how to get there. Great organizations know the ultimate throttle on growth is the ability to find and keep the right people.

They were concerned with getting the right people into the organization – then in the right place within the organization. People came before vision, strategy and organizational structure. Once the right people were in place, the focus could then be on the goals.

## Team Members

Members of a good to great team tend to become and remain friends for life. They enjoy each other's company and have fun. It is also evident that great leaders assigned the biggest opportunities, not the biggest problems, to the best associates.

## Key Points

Consider the following key points.

- Good to great leaders begin transformations by first getting the right people on the bus, and then they figure out where to drive it. Whether someone is the “right person” depends more on character traits and innate capabilities than specific knowledge or skills.
- Organizations that are not great have a model where there is a genius leader and “a thousand helpers.” The model fails when the genius leaves.
- Good to Great leaders are rigorous not ruthless. They are individuals who will continually debate until they get the best answers. They will then rally behind the decision, regardless of their own self interests.
- People are not the “great” organization's greatest asset – the right people are!



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### First Who . . . Then What, Continued

#### Discussion Questions

Consider the following questions:

- Do we have the right people on the bus? Are they in the right seats?
- Within your department, are there constant comments that associates are “just going through the motions with their jobs.” If so, how can you lead this change?
- What is your opinion of the comment: “The right people will do the right things and deliver the best results they’re capable of regardless of the incentive system?”



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# Confronting the Brutal Facts

## Introduction

Good-to-great organizations don't wear rose-colored glasses. They find their path to greatness by first facing the brutal facts of their situation. They make a very diligent effort to find out the truth and then speak it.

They create a culture where people have the opportunity to be heard, realizing that, if everyone is heard, the truth will emerge. They openly debate issues, they conduct post-mortems without assigning blame, and they raise red flags when the situation demands it.

Faced with brutal facts, good-to-great organizations don't buckle or look for scapegoats; they face the facts head-on at the same time retaining absolute faith that they will prevail regardless of the obstacles (Stockdale Paradox).

At the same time it is important to never lose faith that progress is being made.

## Truth Climate

In a climate where the truth is heard, the procedure is to

1. Lead with questions, not answers
2. Engage in dialogue and debate, not coercion.
3. Conduct autopsies, without blame.
4. Build "red flag" mechanisms.

## Key Points

Consider the following key points:

- Good to great organizations clearly confront the "brutal facts of their current reality."
- They face as much adversity as most organizations, but they face the situation head on and emerge from the adversity even stronger.
- They practice the "Stockdale Paradox" by retaining absolute faith that they will prevail while also confronting the reality of their situation.



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### Leadership, Continued

#### Confront the Facts

Successful organizations have leaders who confront facts – the reality of their situation. They, then use this reality to continually refine their path to greatness.

In organizations that never achieved greatness, associates waited to offer comments until they clearly understood where the managers stood. This leads to mediocrity.

The best organizations look at themselves and analyze how they stack up against the competition. They didn't back down from the battle, in fact they were exhilarated by the thought of "going up against the best."

They were persistent. "It might take us a hundred years, but we will persist for a hundred years, it that's what it takes."

#### Discussion Questions

Consider these discussion questions.

- Discuss the Stockdale Paradox in light of the current environment within the your department.
- Do the leaders in your department infuse change with "brutal honesty?" Provide some examples.
- How does your leadership handle the four best practices outlined that create a "climate where the truth is heard?"
  1. Lead with questions, not answers
  2. Engage in dialogue and debate, not coercion.
  3. Conduct autopsies, without blame.
  4. Build "red flag" mechanisms. (Do we have them? Examples?)
- Do your leaders think of similar peer organizations as an asset rather than a liability? Provide some examples.
- Discuss the Stockdale Paradox in light of the current environment within your department.



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## The Hedgehog Concept

### Introduction

In the book Good to Great, the concept of “The Hedgehog” vs. “The Fox” is discussed. Good-to-great organizations began as hedgehogs and built their businesses around a simplified and focused business model. Hedgehogs simplify complexities into a single organizing principal that unifies and guides everything.

The fox is fast and sleek. They seek many ways to pursue their goals. They are often viewed as having scattered thoughts that never integrate into an overall concept or unified vision. They are inconsistent.

The hedgehog has a single-minded approach. All complex challenges are answered with simple approach. There is a basic principle that guides everything, and anything that does not directly relate to that principle is not relevant.

Businesses, departments, and people that maintain the hedgehog approach typically have greater long-term success.

### Three Circles

The hedgehog concept comes from a simple analysis of three questions:

1. What can you be the best in the world at (and what can you not)?
2. What drives your economic engine?
3. What are you passionate about?

The intersection of these ideas is the basis of life choices for you and your department. A fully developed hedgehog concept is dependent on an analysis of all three questions.

So, in the perfect hedgehog world,

- you have the ability (you’re the best at what you do),
- you can make money doing it (it’s driven by an economic engine), and
- you love doing it (you’re passionate about it).

If one of those three elements is missing, (for example, you love it and you’re the best at it but no one will pay you for it), the Hedgehog Concept won’t work. We’ve all “been there and done that.”



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### Leadership, Continued

#### Other Important Concepts

The hedgehog concept requires :

- A clear and strong standard of excellence
- Doing what you are good at will make you “good.” Focusing on what you can potentially better will lead to “great.”

#### Key Points

Consider the following key points:

- While it is important to determine what you can be the best at, it also critical to understand what you cannot be the best at, even though you want to be.
- If you cannot be the best in the world at your core business, then your core business cannot form the basis of your Hedgehog concept.
- Good to great organizations set goals based on understanding, while other organizations based goals on “bravado.”
- It took an average of four years for the good to great organizations to solidly define a Hedgehog concept.
- Good to great organizations do not rely on their industry – great organizations figure out how to perform well despite their industry’s situation.





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### Leadership, Continued

#### Discussion Questions

Consider the following questions:

- What concepts do we need to be more “hedgehog” about?
- How does the 3 circle concept apply to your department?
- Good to great organizations have a passion about their product or service. Do you see a sense of passion for the business in your department? How do we get it? Is that something that we have consciously looked for in candidates?
- The book recommends leader decision-making freedom within a clear framework. Is that something that you believe is present in your department?
- What “simple concepts” need more disciplined action?



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# A Culture of Discipline

## Introduction

A culture of discipline exists where self-disciplined people exercise disciplined thought and take disciplined action. In a culture of discipline, people are given freedom and responsibility to do their jobs within a consistent framework defined by the organization's Hedgehog Concept. They have the freedom to act while being held accountable for their actions and for achieving their goals.

Good-to-great organizations hire self-disciplined people who don't have to be managed, thus minimizing the need for bureaucracy and hierarchy. In good-to-great organizations, people are internally driven to fulfill their responsibilities. Discipline requires fanatically adhering to the Hedgehog Concept and shunning opportunities that are inconsistent with it. Discipline is as much about saying "no" as it is about saying "yes."

## Key Points

Consider the following key points:

- Sustained great results depend on self-disciplined people who take disciplined action "fanatically consistent" with the three circles.
- A disciplined culture requires people to adhere to a consistent system, yet feel freedom and responsibility within that system.
- The culture of discipline is getting disciplined people who engage in disciplined thought and take disciplined action.
- Good to great organizations appear boring from the outside. They contain people who are diligent about rinsing their cottage cheese."
- There is fanatical adherence to the organization's Hedgehog concept.
- "Once in a lifetime opportunities" that do not fit within the three circles, are irrelevant.
- "Stop-doing lists" are as (or more) important than to-do lists for good to great organizations.
- Associates in good to great organizations, "rinse their cottage cheese."



### **Leadership**, Continued

#### **Discussion Questions**

Consider the following questions:

- The food store, Kroger always showed employees “See what we’re doing, and how well it’s working? Extrapolate from that, and that’s where we’re going.” Could that work here? How?
- How can your department continue to be a winning team that people want to contribute to?
- Where are some of the specific areas where we are working for “continued improvement and delivery of results? Do you think people “feel” the momentum?
- What should be on your department’s “stop doing” list?
- How can your department better “rinse the cottage cheese?”



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# Technology Acceleration

## Introduction

Good-to great organizations don't mindlessly adopt technological innovations or jump on the latest fad. Rather, they use technology to accelerate their Hedgehog Concept's progress.

They ask whether a given technology will

- enhance what they can do better than any other organization in the world,
- do so in a way that keeps the passion alive, and
- charge the economic engine.

Technology is used as an accelerator of growth, not a creator of growth. Good-to-great organizations ignore technology that doesn't fit their Hedgehog Concept.

## Key Points

Consider the following key points:

- Good to great organizations avoid technological fads and bandwagons. They are more likely pioneers in the application of carefully selected technologies.
- The key question about any technology is whether it fits directly with their Hedgehog Concept.
- The majority of good to great executives don't even mention technology as one of the top five factors in their transformation.
- Good to great organizations use technology as an accelerator of momentum rather than a creator as it.

## Discussion Questions

Consider the following questions:

- Within our organization, does the technology drive procedures, or do the procedures drive technology?
- Do our technology goals keep it within the three circles?
- How can we, as leaders, help our organization achieve its goals in this area?



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## The Flywheel and the Doom Loop

### Introduction

The “flywheel effect” suggests that there is a great amount of low visibility effort that goes into the overnight success of a great organization. The progress was slow and moved forward over the long haul. Transformed great organizations didn’t spend a lot of time with special programs, launch events, or miracle moments. Each went through a quiet deliberate process.

These organizations understood the simple truth that tremendous power exists in continuous improvement and delivery of sustained results.

### Key Points

Consider the following key points:

- Good to great success has generally not been achieved “over night.”
- There is typically no single defining action or grand program in the good to great transformation. Success is achieved by constantly pushing the flywheel to gain momentum.
- Organizations that were not “great” were not able to maintain a consistent direction.
- Good to great leaders spend little time aligning or “motivating the troops.” Alignment followed results and momentum.
- Organization transformations from good to great carried no tag line, no program, or launch event.



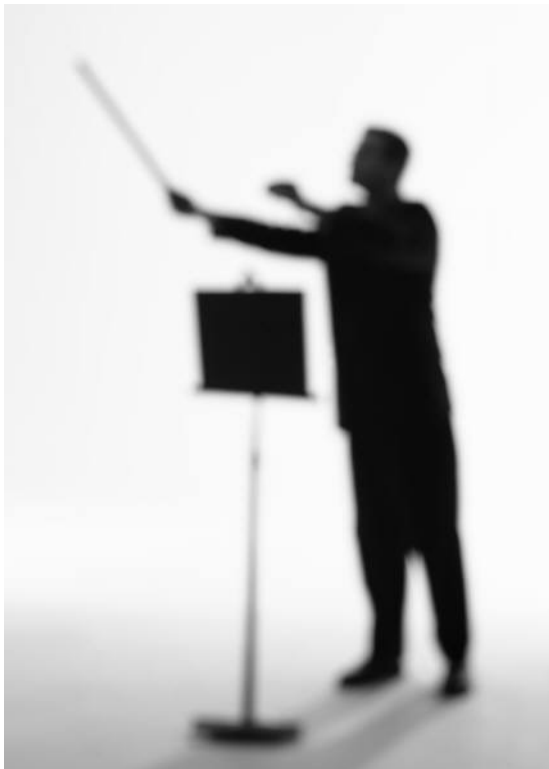
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## The Flywheel and the Doom Loop, continued

### Discussion Questions

Consider the following questions:

- What “flywheel movement” do you see within your department?
- Do you see any of our efforts in the “doom loop?”
- Good to Great organizations don’t exist merely to deliver returns to shareholders. While profits and cash flow “are essential for life, they are not the very point of life.” How does this fit with your goals?
- What is the BHAG (big hairy audacious goal) that we can rally around? Does it make sense within the context of the three circles?
- What work makes you feel compelled to try to create greatness?



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## Leadership: An Art of Possibility







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## Video Discussion Questions

**Discussion question #1:** Why do Roz and Ben say that leadership is an art of possibility?

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**Discussion question #2:** During the video, Mats Lederhausen said, "It's the end of the hunting season in the human experience." What did he mean by that? What were we hunting and what do we need to be focusing on now?

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**Discussion question #3:** Ben Zander talks about “shining eyes?” Where are they in your department?

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**Discussion question #4:** Roz stated that giving everybody an 'A' is a “possibility to live into, not a standard to live up to.” This is a nice concept, but how can you translate that into your leadership situation?

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## 4 Big Questions





### Four Questions

#### Introduction

The strategic challenge of the Kentucky Personnel Cabinet is centered on the following four questions:

1. "How can we make Kentucky state government an employer of choice?"
2. "How do we create a learning and development culture?"
3. "How do we achieve the reality of a one employer concept across state government?" and
4. "How do we enhance our customer value?"

#### The Fifth Question

But now a 5<sup>th</sup> question -- how do we take the discoveries from the previous material and discussions and work them into answers for the four big questions?

#### Action Planning Process

You may use the sample action planning format that follows or use your own variation to plan the implementation. But you must follow the rules on the following page:



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## Action Planning

### Action Planning Rules

**Throughout the process, we must proclaim the following:**

1. We Must Be Consumed With Customer Satisfaction.
2. We Must Strategically Plan To Satisfy All Customer Expectations.
3. We Must Hold Quality In High Esteem.
4. We Must Not Proclaim “That’s Not My Job!”
5. We Must Strike The Words “It Can’t Be Done In The Real World.”
6. We Must Each Accept Ownership Of Customer Needs.
7. We Must Make Efficient Use Of All Commonwealth of Kentucky Resources.
8. We Must Prevent Problems Originating In Other Groups From Affecting The Customers Or Other Groups.
9. We Must Meet All Commitments Made To Customers.
10. We Must Remember To Always Enhance The Image Of the Commonwealth of Kentucky and its employees who “Serve the People who Serve the People.”

It is important to remember that our Customer can be

Our own team mates

Other departments

Our Citizens



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**Action Planning**, continued

Team or  
Department

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**Topic/Concept**

[What are we talking about?]

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**Phase 1: Define the Objective**

What is/are your objective(s) for your strategic challenge?

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**Phase 2: Information Gathering and Analysis**

a. What are the Customer expectations?

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**Action Planning**, continued

**Phase 2: Information Gathering and Analysis** (continued)

b. What supporting data do you have or need?

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c. What issues which need to be considered?

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**Proposal of Solution**

What is your proposed solution?

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## Action Planning

### Phase 2: Information Gathering and Analysis (continued)

#### Benefit

How will this help a Customer?

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### Phase 3: Planning

ID	Task	Responsibility	Target Start	Comments



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**Action Planning**, continued

**Phase 4: Implementation**

What has to be considered with the implementation of this process, product, or service?

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**Action Planning**, continued

**Phase 5: Completion and Review**

How will you determine that the implementation is complete? What are the success factors?  
What is the measurement process?

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**Anything else?**

Indicate any remaining thoughts you have on this recommendation.

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## Leaving a Legacy



### ***A Leader's Legacy***

In their book, *A Leader's Legacy*, James Kouzes and Barry Posner ask, “How would you like to be remembered? What will be that lasting imprint by your work of being appreciated and remembered?”

This is an interesting question that many leaders should take the time to consider, so here is an opportunity. Please consider the questions below with regard to your legacy.

**Question #1:** Who have you taught? What are you teaching them?

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**Question #2:** Name two people who are/can be your loving critics?

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**Question #3:** How are you/can you make your leadership personal?

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*A Leader's Legacy, continued*

**Question #4:** How are you demonstrating “forward thinking?”

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**Question #5:** Where can you show more courage?

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**Question #6:** What would you want people to say about you and the legacy you left? (Try stating it in only one sentence!)

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